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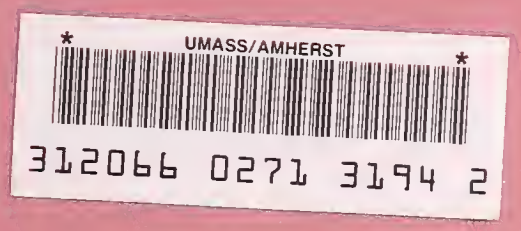

The Chapter 636 Report

Equal Educational Improvement Programs Magnet Education Programs and Metco Programs

Chapter 636 Unit
The Bureau of School Programs
The Massachusetts Department of Education

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The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

April 29, 1986

TO: Rhoda E. Schneider, Acting Commissioner

VIA: James Case, Associate Commissioner
Curriculum and Instruction

FROM: Doreen H. Wilkinson, Assistant Director
Bureau of School Programs

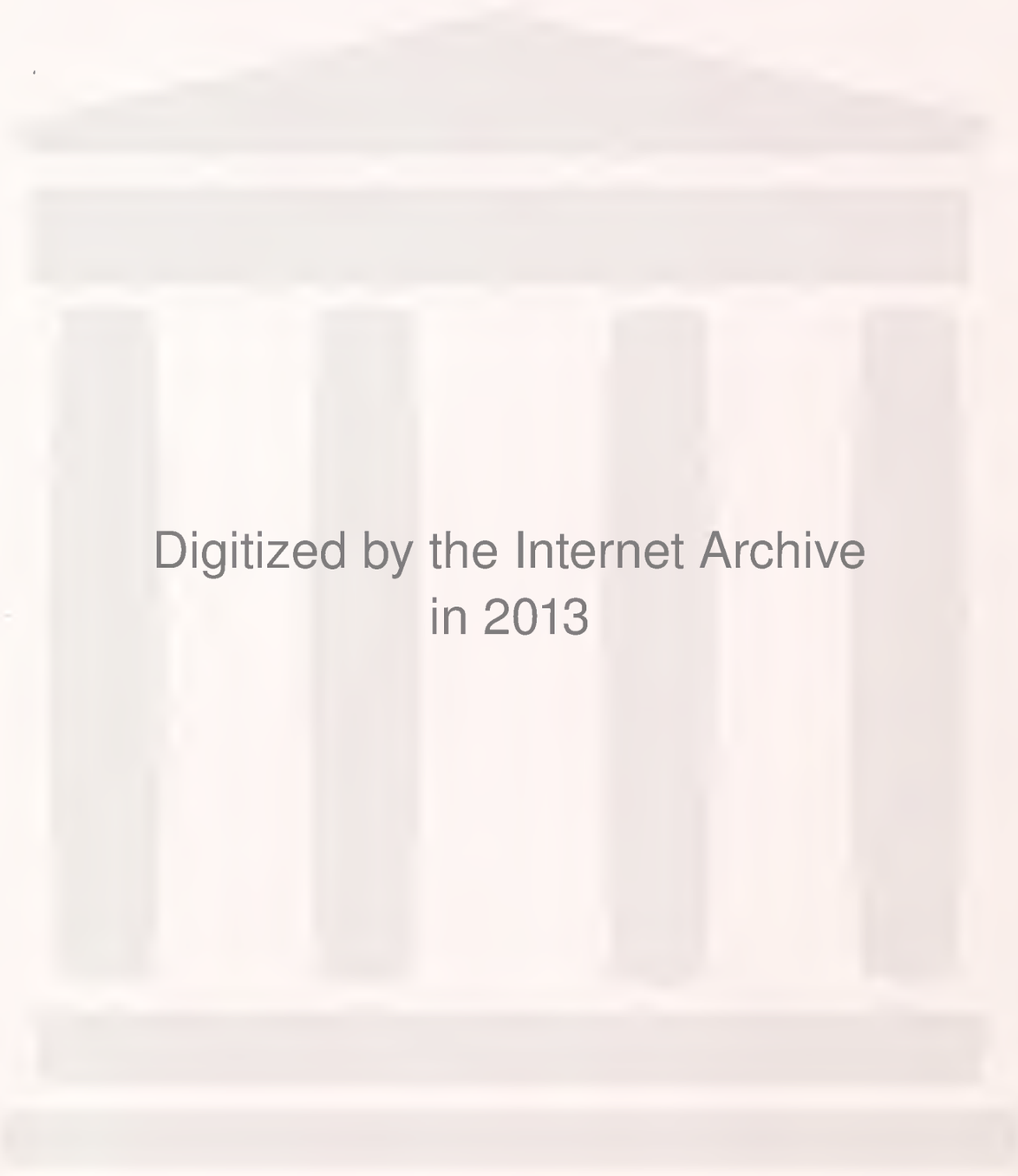
RE: The Chapter 636 and Metco Reports

Attached please find the Chapter 636 Report and the Annual Metco Program Report. The Chapter 636 Report provides a brief description of the following:

* The Historical Background of Chapter 636 Funding
* The Implementation of the Revised Board of Education Chapter 636 Policy
* Chapter 636 Program Highlights
* Visions of the Future

The annual Metco Program Report provides a brief description of the following:

* General Criteria for Budget Recommendations
* District Involvement
* Student Achievements -Fiscal Year 1985
* Program Highlights - Fiscal Years 1985 and 1986
* The Metco Summer Program
* Review Process Update
* Monitoring/Student Support
* Transportation
* Payment of Special Education Costs
* Planning for Fiscal Year 1987



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CHAPTER 636 REPORT

Historical Background

The implementation of Chapter 636, sections 1 and 8 of the Racial Imbalance Act began in 1974. At that time, the Bureau of Equal Educational Opportunity (EEO) was responsible for administering the distribution of $7,900,000, - $6,000,000 for Equal Educational Improvement Programs (EEIP) and $1,900,000 for Magnet Education Programs (MEP) - among three school districts, Boston, Springfield and New Bedford. Justifiably, during the initial implementation of Chapter 636, the funds were often used as a "carrot" to entice school districts to move towards desegregation, and in some cases to cushion the impact of court-ordered desegregation. The process often yielded to the circumstances of the time or the specific needs of a particular district or school. EEO received and processed some two hundred fifty (250) proposal applications from Boston alone, requesting funding for a broad spectrum of activities and programs. With the exception of instances of blatant efforts to supplant regular school district responsibilities, all requests were granted. The funds were used to bring about and support a variety of activities and programs as well as such innovations as university pairings, cultural collaboratives, and alternative educational experiences. However, the Chapter 636 funding process has evolved over the past twelve (12) years from a fairly flexible one to a more focused process.

During 1981 and 1982, several significant changes in the Chapter 636 funding process occurred. First, the responsibility for administering the distribution of Chapter 636 funds in Boston, Springfield and New Bedford was transferred to the Division of Curriculum and Instruction (C&I), Bureau of School Programs, allowing EEO to concentrate on the more recently desegregated school districts. Second, all three school districts, Boston, Springfield and New Bedford, began to develop three-year plans for the use of their Chapter 636 funds. Third, the Bureau of School Programs initiated a process whereby Boston was required to submit nine comprehensive district-wide proposal applications and one Central Office application consisting of several components, instead of the 250 or more applications. And fourth, the Division's Chapter 636 Unit staff began to identify and document problems and short-comings in the overall process as well as the quality and appropriateness of some of the funded programs.

Between October, 1982 and January, 1983, staff of C&I, at the request of the Board of Education and the Commissioner conducted a review of Chapter 636 Programs statewide. The review was designed to address four specific concerns expressed by the Board

and the Commissioner. The concerns were:

a) Is there sufficient planning to prevent needless duplication of projects, to make the most efficient use of funds, and to disseminate information on successful projects?

b) Are Chapter 636 funds being used to enhance integration?

c) Are Chapter 636 funds supplementing or supplanting local funds?

d) Is too small a percentage of Chapter 636 funding going to direct instructional services to students?

In a staff report to the Board of Education in February, 1983, it was concluded that the four concerns expressed by the Board and the Commissioner were, in general, adequately met by Chapter 636 programs. However, there were several less positive findings:

a) Because of a lack of baseline data for comparative purposes, the impact of Chapter 636 programming on interracial understanding could not be measured;

b) Improving integrated education appeared to be more of an afterthought than a motivating force;

c) Parents were not involved in planning or implementing programs;

d) Evaluation and dissemination activities were weak; and

e) Many programs suffered from serious delays in personnel assignments.

Based on the findings of that 1983 review of Chapter 636 programs, staff from C&I did not recommend Board action at that time. Instead, steps were taken to correct the identified problems during the Fiscal Years 1984 and 1985 proposal development and review processes. Recommendations which were made in the February report to the Board formed the background to the Department's efforts. Probably the most important of the efforts was to avoid confusion with general education programs by emphasizing the Chapter 636 goal of enhancing integration.

Through numerous meetings with school personnel, workshops and technical assistance for proposal developers, Chapter 636 Unit staff tried to bring the Chapter 636 integration goal into clear focus. To accomplish this, the Chapter 636 Unit staff, with the

support of the Associate Commissioner of Curriculum and Instruction mandated:

- a deemphasis of non-instructional and administrative costs, including leasing of computer equipment and training of administrators in computer information systems and budget management;

- a reexamination of the use of Chapter 636 funds to remedy audit findings in Boston (Chapter 636 funds had been used to remedy problems found in occupational and bilingual education during a 1983 audit);

- an examination of staffing patterns (racial and ethnic breakdown) in Chapter 636 programming; and

- an emphasis on more cost-effective use of funds, guarding against excessive planning time, duplication of services and inappropriate activities.

Also, proposal developers were instructed to use integration goals as the philosophical framework for all Chapter 636 projects, although they represented the second or third year of a three-year plan and in many cases sought funding to continue established programs. Proposal reviewers were directed to examine all proposals within this context. If the relationship to Chapter 636 goals were not delineated, or if it appeared to be peripheral, questions were raised consistent with the intention of the Board of Education and the Commissioner to assure that Chapter 636 funds were being used to enhance integration.

Meanwhile, the Board of Education assumed the responsibility for overseeing the compliance of the Boston School System with Court orders affecting desegregation of students and of staff, involvement of parents and students in decision-making, and a wide range of educational program concerns. Accordingly, Department staff began monitoring desegregation activities in Boston and publishing semi-annual reports on their findings.

The monitoring reports identified several areas of non-compliance with desegregation orders, which could be addressed with the use of Chapter 636 funds. Proposal developers in Boston were instructed to address each of the identified target areas for Chapter 636 funding. In fact, the highest specific priorities for Chapter 636 funding in Boston in Fiscal Year 1985 were needs identified in the February, 1984 Monitoring Report. Included among them were:

- the need to support recruitment projects to assure proportionate enrollment in vocational programs;

- the need to support recruitment projects to achieve court-ordered enrollment goals at identified schools;

- the need to support student leadership and/or other programs to improve school climate at identified schools;

- the need to fund programs of support for limited English proficient students in vocational programs;

- the need to support minority students at Boston Latin and other exam schools;

- the need to support middle and high school career education programs;

- the need to support more meaningful parent participation in schools;

- and support for dissemination projects to foster coordination among Chapter 636 projects.

Target areas for Chapter 636 funding in Springfield and New Bedford were identified by EEO in collaboration with the regional centers. In Springfield, the Fiscal Year 1986 Chapter 636 funding target area was to address the need to reduce the Hispanic isolation in three schools. In New Bedford, the target areas for Chapter 636 funding were to support efforts to racially balance the population in one school and to prevent resegregation in another.

In addition, Chapter 636 Unit staff, with support from the Associate Commissioner, insisted that Chapter 636 funds be concentrated in areas of real need, rather than dispersed throughout the system, and that they be used to disseminate or replicate successful projects previously funded under Chapter 636, with the intent of ultimately infusing them into the regular school curriculum. Also, Boston, Springfield and New Bedford were mandated to earmark at least 1% of their allocation for programs to increase meaningful parent participation.

Regardless of the Department's efforts to move the three school districts towards improving integrated education, increasing parent participation, and evaluating and disseminating Chapter 636 programs, it became clear in the spring of 1984, that Board action would be necessary. Also, it was time to update the Board policy and priority areas. In many instances, the language and the focus had become obsolete. Therefore, Chapter 636 Unit staff began drafting revisions to the Board of Education Chapter 636 policy and priority areas for programs funded through C&I. The revised policy and priorities were approved by the Board of Education in February, 1985.*

* See Appendix A for former policy, revised policy and rationale for changes.

Implementation of the Revised Board of Education Chapter 636 Policy

The revised Board of Education Chapter 636 policy was successfully implemented during the Fiscal Year 1986 proposal development and review process, although the process was complicated by several factors beyond the Department's control. First, the Court ended its formal oversight of desegregation in Boston, and in its Final Orders, the Boston School Committee was given the option of developing a more flexible long-range student assignment plan. Consequently, the start-up date for the Chapter 636 proposal development process was delayed, pending the School Committee's development of a plan. Without the plan, it was not possible to target specific schools for Chapter 636 funding under Priority #1 - Desegregation Compliance and Support, or determine how much each district should allocate to addressing Priority #1. The system is experimenting with four models for a more flexible student assignment plan: the Recruitment Incentive Plan; the Mather/Greenwood Desegregation Enhancement Plan; the development of new city-wide magnet schools; and the consolidation of Districts III and IV. All schools affected by these various models (as well as other schools which had to achieve specific court-ordered enrollment goals) were targeted for the use of Chapter 636 funds in Fiscal Year 1986 to develop recruitment strategies and implement plans for attracting underrepresented student populations.

Second, Boston consolidated its nine (9) districts into five (5) areas or districts administratively (not to be confused with the student assignment consolidation of Districts III and IV). For a while, it was not clear which of the nine community superintendents would be reappointed. The community superintendent impacts greatly upon the type and quality of the Chapter 636 proposal submitted by his or her district. After the community superintendents were identified, proposal developers and other Chapter 636 staff in Boston, as well as Chapter 636 Unit staff from the Department, had to adjust to the changes in emphasis a particular community superintendent brought to his or her new expanded district.

Third, Boston appointed a new superintendent, who came to the system with new ideas and priorities for using Chapter 636 funds. The Department set aside $320,721, the Fiscal Year 1986 legislative increase, for the new superintendent to address his Chapter 636 priorities.

Although these circumstances slowed down the proposal development and review process, they did not completely hinder it. Rather, they underlined the Department's effort to make it clear to proposal developers and reviewers that the Fiscal Year 1986 process represented a turning point in the use of Chapter 636 funds.

There were three significant changes in the process during the Fiscal Year 1986 cycle. First, each school system and each district in Boston, and each component of the Central Office plan was required to submit a proposal abstract prior to the submission of the proposal application. The purpose of the abstract was and will be:

- for the district to provide a list of the needs it plans to address with Chapter 636 funds to assure target areas are being met;

- for the district to provide enough information and general description of each proposed program to determine eligibility for Chapter 636 funding;

- for the district to provide an outline of the Chapter 636 plan which reflects the estimated percentage the district plans to spend on each Board priority to assure funds are adequate to meet the needs; and

- to simplify the proposal application process.

Second, Department staff worked more directly with proposal developers and community superintendents to address issues and questions raised by the review of their abstracts and/or applications.

Chapter 636 Unit staff met with the proposal development team from each district and each component of the Central Office plan to discuss needed revisions, request additional information and provide technical assistance.

Third, the Chapter 636 Unit staff was able to use the districts' responses to the Staff Report, a reporting requirement instituted in 1984 during their review of the Fiscal Year 1986 proposals. The staff reports provide the names, race, sex, salary or wage, and start-up dates for individuals filling the Chapter 636 positions. This information was useful to the review team while reviewing continuation programs. Effective implementation of programs in prior years became a criterion for reviewing all continuation programs in Fiscal Year 1986 proposals.

Prior to Fiscal Year 1986, New Bedford submitted three proposal applications, one EEIP and two MEPs. In Fiscal Year 1986, the system submitted one comprehensive plan; and for the first time, New Bedford assessed its Chapter 636 needs from a system-wide perspective, as do Boston and Springfield.

There were no significant changes in the Springfield plan or process. Historically, Springfield has worked closely with the Regional Center in developing its Chapter 636 plan, and is usually in agreement with Department goals.

The Chapter 636 Requirements and Guidelines, Instructions and Application were modified to reflect the revision in the Board policy and priority areas. The Requirements and Guidelines listed the specific desegregation compliance target areas to be addressed by each school district under Priority #1. It provided specific information on program design, evaluation (Boston and New Bedford were instructed to use the Springfield model, i.e., the "sociogram" as an instrument for evaluating integration gains in the classrooms of identified schools), integration gains as an expected outcome (including detailed descriptions of Chapter 636 program characteristics according to Board priority area) and requirements and limitations on Chapter 636 support for computer education. In addition, there were several changes in the application to make it clearer and more concise. Most significantly, the districts were instructed to use the various Board priority areas as program objectives, rather than listing additional ones. The activity chart was simplified by requesting less information.

For the first time, proposal developers were asked to describe the district's plan for providing orientation to school personnel and parents regarding Chapter 636 funded programs. In the past, Chapter 636 program monitors have visited schools with Chapter 636 programs to find that school personnel were not aware of the existence of Chapter 636. In some cases, staff working on a Chapter 636 program were not aware of the goals of the program or that the program was funded by Chapter 636. Also, proposal developers were asked to document a selected Chapter 636 program as exemplary and describe how information about the program would be disseminated. In the past, there were too few efforts to share information and ideas about Chapter 636 programs and activities across school systems.

At the end of the Fiscal Year 1986 proposal review cycle, a questionnaire was sent to all proposal developers and reviewers to evaluate the revised process. The questionnaire solicited opinions and suggestions from the proposal developers and reviewers regarding the process. Overwhelmingly, the responses indicated that the process had been a success.

Program Highlights

A major focus for Chapter 636 programming in Fiscal Year 1986 is the development of recruitment programs to attract students from underrepresented racial/ethnic populations to identified schools. The Department provided leadership and extensive technical assistance to Boston in the development of its city-wide recruitment plan, as well as the recruitment plans of the various districts and particular schools. In April, 1985, EEO presented a recruitment workshop, where school systems like Cambridge (which have successful recruitment projects) described their successes. EEO also distributed a paper, Twelve Elements of Successful Desegregation Recruitment, which has become the criterion by which Chapter 636 reviewers judge plans for

recruitment projects. The paper describes the step-by-step actions a school system and a local school should take to achieve success in desegregation recruitment efforts.

The Chapter 636 Unit staff stressed the need for Boston to coordinate all of its recruitment efforts and the need for Boston's Department of Implementation (which is responsible for assigning students to schools) to be involved in the overview of recruitment efforts. Boston's Central Office was requested to hire a 636-funded recruitment specialist to coordinate all recruitment efforts system-wide. Also, each district was required to submit a unified recruitment plan, which includes plans to coordinate all of the district's recruitment efforts.

Among the various recruitment projects across the districts, Chapter 636 is funding recruitment specialists to coordinate district efforts, parent liaisons, information centers, parent surveys and brochures. Chapter 636 also funds a broad spectrum of programs among the local schools, which may give them distinctive characteristics which attract students from underrepresented racial/ethnic populations. One school is developing Spanish-as-a-second-language as a program which will give the school a distinctive characteristic. Another is developing computer education as a program to attract students and provide for parent involvement through evening workshops on the use of the computer.

In Springfield, the Extended Day Program is a recruitment program which brings Hispanic, Black and White kindergarten students from three magnet schools together after school for swimming and crafts. Parents may enroll their child in the program on the condition that the child will attend the first grade in one of the magnet schools where his/her racial/ethnic group is underrepresented. In New Bedford, a Talented and Gifted program is designed to attract white students to a school where white students are underrepresented.

Another focus for Chapter 636 programming in Fiscal Year 1986 is the development of district-wide and system-wide programs. For the first time, Boston took steps in that direction. Chapter 636 funded several program models, which the Boston School Department plans eventually to implement district-wide or city-wide in either selected schools or all schools. For instance, District B is developing a district-wide writing program, which includes all fifth (5th) through eighth (8th) graders. Students are assigned to small integrated groups to write, edit and read compositions about each other's cultures. At the end of the year, there is a writing contest and the subsequent publication of a booklet containing the winning essays. Last year, an essay written by a Cambodian student participating in the program was submitted to a national contest and won first prize.

In addition, three system-wide programs are being piloted: (1) Methods of Developing Effective Learning (M.O.D.E.L.), an alternative education program which provides remediation and counseling support for middle school students at risk of dropping out of school, and training for teachers in alternative teaching methods that stimulate students with learning problems. The M.O.D.E.L. program is being implemented at the Timilty Middle School. Originally, Boston planned to expand this program to all middle schools. However, it is not clear that this will happen because of the possible duplication of services provided by another system-wide model, Project Promise. (2) Project Promise is one of the new superintendent's priorities, which he felt was successful in Rochester, New York. The program is being implemented at the Timilty Middle also, and may be expanded eventually to all middle schools in the system. It is an intensive extended day literacy skills program which is designed to improve the skills of 8th graders who are substantially below grade level. (3) A third program, which is being piloted as a possible system-wide program, is the Comprehensive Student Support Team Model. It is being implemented at Dorchester High, Gavin Middle and the Tobin and Trotter Elementary Schools. The program identifies, coordinates and provides supportive activities and services to students exhibiting academic or behavior problems. It provides for liaisons between school and home, and, when necessary, social service agencies.

Another goal Dr. Laval Wilson has for Chapter 636 programming in Boston came into focus in Fiscal Year 1986: to provide overall coordination of Chapter 636 programming for the system. To eventually meet this goal, Chapter 636 is funding an independent evaluator to survey the effectiveness of current programs and to determine which programs best meet the overall needs of the system, while at the same time advancing Chapter 636 goals.

Visions of the Future

A major goal of the Chapter 636 Unit in Fiscal Year 1986 is to identify and disseminate exemplary Chapter 636 programs and activities. There are many exceptional Chapter 636 and Metco funded programs in Boston and other school systems funded by Chapter 636. Too often, they exist in isolation and are unknown by the general public or even school personnel within the same system. For instance, it was a little known fact that the Lewenberg Middle School in Mattapan had developed one of the best Language Arts programs in the nation, using Chapter 636 funds as seed money, until the school was one of 150 public and private schools in the nation cited as a "center of excellence in English language arts" by the National Council of Teachers of English. The Chapter 636 unit is taking steps to bring recognition to quality integration programs. As mentioned above, each district was required to identify and document an exemplary program and describe a plan for disseminating the program to other schools or districts. In formal and informal discussions with Boston school personnel, Chapter 636 Unit staff has encouraged and facilitated

networking among Chapter 636 program developers and staff. Most importantly, the Department sponsored a state-wide conference to showcase exemplary Chapter 636 programs that promote quality integrated education.

The Chapter 636 Conference was held on April 14, 1986. Three hundred teachers and other school personnel from across the state attended the conference to participate in 27 workshops, representing 27 programs chosen from hundreds funded in recent years. The workshops were designed to disseminate information, curriculum and classroom activities and ideas from several Metco programs, part-time Magnet Educational Programs and Equal Educational Improvement Programs through hands-on participation in simulations of the 27 programs. Superintendent Laval Wilson delivered the keynote address, "Quality Integrated Education: Reflections and Challenges". Dr. Gerard Indelicato represented the Governor's office and Rhoda Schneider, James Case and Doreen Wilkinson represented the Department of Education.

ANNUAL METCO PROGRAM REPORT

Operational Plan Objective: Equalization of Educational Opportunity

III. E. (C&I): Support Voluntary School Desegregation

General Criteria for Budget Recommendation

In FY '86, the Legislature appropriated $11,633,372 for the Metco program. This represents an increase of 7.8% over the previous fiscal year. Although most districts have been able to maintain instructional services at their FY '85 level, they have not been able to expand services because the increase was absorbed by this year's considerably higher transportation costs. This is the first year of a new METCO, Inc., transportation contract, and the cost to those 21 districts which contract for buses with METCO, INC. was, on the average, 28% higher than FY '85 transportation costs.

Before recommending any budgets for Board approval, the Bureau made a careful analysis of program activities in relation to the requested budget. An examination was made of planned program activities, staffing patterns, services to students predicated on student needs and information data, student-teacher ratio, distribution of students in grade level, the prior year's budget, and per/pupil expenditures for instructional services to resident students. Each educational plan reflects the collaborative effort of the Bureau and the school district to substantiate that costs are reasonable in relation to anticipated outcomes and that instructional costs (direct program costs and school personnel costs) are incurred as a direct consequence of participation in the Metco program.

School District Involvement:

The number of school districts participating in the Metco Program remained constant in FY '86 at 38. Five of those districts accept students from the Springfield area, the remaining 33 districts enroll Boston students.

One Springfield program, the Westfield Creative Learning Center, closed out its program. The East Longmeadow program expanded the number of students from thirty-nine to fifty-six. This expansion made up for the loss of students in Westfield. A new program was added at Hampden Wilbraham Regional School in order to accommodate Hampden's Metco students who wished to remain in the Metco program after 8th grade.

Student Enrollment:

In FY '86, enrollment in the Metco program is slightly higher than in FY'85, with a total of 3436 students enrolled. As the

chart below indicates, enrollment is now very similar to what it was in FY '83.

	FY'83	FY'84	FY'85	FY'86
From Boston	3,262	3,237	3,253	3,271
From Springfield	168	164	169	165
Total Enrollment	3,430	3,401	3,422	3,436

Student Achievements - FY '85

Metco student involvement in extracurricular activities increased dramatically in FY '85. Approximately 1538 Metco students were involved in extracurricular activities, including music, newspapers, student government, black student unions, clubs, sports, drama and human relations groups. In FY '84, some 1085 Metco students were involved in extracurricular activities.

The number of academic and sports awards won by Metco students also increased significantly in FY '85. Some 495 Metco students won academic awards, as compared to 167 the year before; 248 students won sports awards as compared to 210 the year before and 81 students received other awards, as compared to 112 in FY'85.

In FY '85, 235 Metco students graduated:
- 167 (71.1% went on to institutions of higher learning*
- 68 (28.9%) entered the workforce; 8 plan to enter college second semester

Of those 167 who went on to further schooling, the breakdown by type of institution is as follows:

	Private 4 year	Private 2 year	Public 4 year	Public 2 year	Military Academy	Technical School
#	69	32	44	11	8	3
%	29.4%	13.6%	18.7%	4.7%	3.4%	1.2%

* See Appendix B for particular institutions.

Program Highlights - FY '85 and FY 86

FY '85 highlights included:

* A Metco Directors Association conference on "The Black Urban Child in the Suburban Educational Setting: Strategies for Success" attended by approximately 250 educators involved in the Metco program.

* Collaborative events between several Metco districts and between a Metco district and a Boston school, such as the Walpole and Westwood/Madison Park Black Musical Heritage Celebration held at Madison Park High School.

* Expanded parent workshops such as the Wayland Metco programs's weekend retreats for Metco parents on issues relating to the responsibilities of parents in the schooling process.

* The creation of biracial classes at Lincoln-Sudbury High School through the deliberate grouping of Metco students so as to reduce isolation and facilitate multicultural learning.

FY '86 highlights include:

* A Metco Directors Association sponsored orientation for new Metco coordinators, supported by the Bureau of School Programs, which hopefully will become an annual event.

* Planning by METCO, Inc., the Directors Association and various districts for ways to recognize and celebrate the upcoming 20th anniversary of the Metco program in the 1986-87 school year.

* Strengthening of the Host Family structure and elementary "stay days" to promote socializing between Metco and district students and parents, and to provide homes away from home for Metco students in the event of emergencies such as snow storms.

* Attempts to acquaint suburban students with Boston and the lives of their Metco classmates, such as the Concord and Wellesley elementary field trips to the Roxbury Museum of Afro-American artists and the neighborhoods of the Metco students.

* Using older Metco students to support and provide role models for younger Metco students, such as Westwood's big brother/big sister program or the use of Metco graduates as speakers.

On-going special programs:

* Teaching of Black Experience courses by Metco

coordinators at the secondary level.

* Special study skills workshops for middle school Metco students.

* Black college tours for Metco juniors and seniors.

* Black achievers awards night to recognize and motivate Metco students.

* Celebration of Black History Month, Martin Luther King Day and Kwanza across all districts.

Metco Summer Program

FY '86 Metco funds were allocated to enable elementary Metco students to attend a Boston based summer program, coordinated by METCO, Inc., to provide academic remediation. The program was expanded this summer to include entering as well as current Metco students. The legislature added $10,000 to the Metco appropriation to accommodate the expansion of the program. In total, 166 students completed the six-week program.

Metco Review Process: Update

A consultant was hired part time to coordinate the Metco review process. The 636 unit held the annual plan development workshop in February; and then, for the first time, required individual technical assistance meetings for all new coordinators before they started writing their educational plans. Nine full-day review team meetings were held at which Metco parents, Metco coordinators, and METCO, Inc. staff and board members helped the 636 unit in evaluating the 38 district plans and the METCO, Inc. program/budget. Detailed reports went out to each district requesting revisions. Several districts were asked to come in to discuss support of the Metco program, as a continuation of the mediation process established in FY '85.

All those who participated in the Metco review process were invited to attend a November 1st "thank you" event sponsored by the 636 unit for all Metco and 636 reviewers. The event was attended by Commissioner John Lawson and Associate Commissioner James Case, and included student performances from three 636-funded arts in education programs.

Monitoring/Student Support

The monitoring component continues to be impacted by Bureau staff reductions. Ongoing technical assistance is provided, but regularly scheduled monitoring has been replaced by selective monitoring of those programs the 636 unit identifies as in need of strengthening or reorganization.

To support student rights and to promote the equalization of

educational opportunity, the Bureau of School Programs restated in FY '85 a termination policy for Metco students and had it reviewed by the Legal Office, the Bureau of Student, Community and Adult Services, and METCO, Inc. The policy was sent to all school superintendents and Metco coordinators and the Bureau is now monitoring Metco student terminations. A copy of the policy is included in the appendix to this report.

Transportation

As was noted earlier in the report, this is the first year of a new transportation contract. A three-year contract for transportation services was awarded by METCO,Inc. to Auto Bus, Inc. Acting on the recommendation of the Commissioner of Education, the Department of Education provided technical assistance to METCO,Inc. and worked collaboratively with METCO,Inc. in developing a bid/contract process consistent with state practices. Also, the process established a step-by-step procedure with "checklists" for department approval at specified steps.

One area that still needs to be worked out is the contract process between METCO, Inc. and the school districts that contract with that agency. The Bureau would like to see a more clearly defined document which spells out the districts' rights to amend routes, the size of the buses, number of buses, etc. and spells out the districts' rights to terminate the contract based on performance or cost.

A settlement between Auto Bus, Inc. and METCO, Inc. over actual costs of transportation services in the 1982-83 and the 1983-84 school years was negotiated for $17,000. The Board had approved a payment to METCO, Inc. for $20,542 to settle the dispute.

The Department reinstated its practice of sending the reimbursement for transportation directly to those districts which contract with METCO, Inc. rather than directly to METCO, Inc. However, objections were raised by METCO, Inc. and several superintendents for Metco districts to the Department's position. The Associate Commissioner and Chapter 636 Unit staff met with representatives from METCO, Inc. and the Metco districts, and it was agreed that a Superintendents Oversight Committee would be formed to oversee the Metco transportation contract.

Payment of Special Education Costs

Regulations for payment of special education costs for Metco students were adopted by the Board at its February 1985 meeting. In addition, a form using data from the Pupil and Financial Report of the End of the Year School Returns was developed for calculating the incremental special education instructional and evaluation costs. School systems were required to complete a form and submit it to the Department for

claiming reimbursement for special education costs.

In FY '85, the Board approved $776,000 in reimbursement for Metco special education costs. The number of Metco students who received some form of special education services was 656, or 19% of all Metco students.

For the 1985-86 school year, special education costs will be calculated by the Bureau of Data Collection through its computer system. The computation of special education costs by the Department will eliminate the need for school districts to submit forms for claiming reimbursement for Metco special education costs.

Planning for FY '87

* There will be no significant changes in the format of the district plans. However, the 636 unit is considering ways to revise and streamline the METCO, Inc. Program/Budget in order to highlight the services METCO, Inc is funded to provide to students, parents, district staff and Metco staff. The goal would be to produce a document that all involved parties may refer to more easily.

* The 636 Unit is currently examining ways to streamline the Metco review process without abandoning the participatory nature of the review sessions or the level of thoroughness which has characterized the process over the last few years. One model under consideration would be to review each district's complete educational plan biannually. On alternate years, the district would submit only a budget, plus documentation of any changes occurring in the program. This would reduce the workload for both the Metco coordinators and the 636 unit.

* The annual plan development workshop was provided to district staff, coordinators, and METCO, Inc. staff in February. Individual technical assistance will again be provided to all new coordinators and available to others who have questions.

* FY '87 Metco plan submission deadline has been revised; and if firmly adhered to, all Metco plans will go before the June Board. All districts will be required to go before the Board no later than August.

Former Policy and Program Areas	Formal Policy	Rationale for Change
A. Purpose of Equal Education Improvement Programs The purpose of Chapter 636, Section 1, is to provide funds for improving the quality of integrated education in school districts with racial imbalance plans approved by the Board of Education. The purpose of Chapter 636, Section 8, (magnet schools) is to provide funds to school districts that establish school facilities which offer unique or innovative full-time programs to attract pupils on a voluntary system-wide basis with the intent of eliminating racial imbalance. All proposals should address one or more of the ten Board priorities described on pages 3-5, as well as the following important issues: 1. system, district (Boston only) and school needs related to integration; 2. parent involvement; 3. student integration across racial lines; 4. quality three-year planning, management and evaluation of all programs; 5. and maximum infusion of program benefits into regular school activities.	Board of Education Policy for the Implementation of Chapter 636, Acts of 1974 Adopted November 22, 1977. Revised February 26, 1980. Second Revision February 26,1985. A. Purpose of Chapter 636, Sections 1 and 8 The purpose of Chapter 636 Section 1 is to provide funds for improving the quality of education in school systems with race desegregation plans approved by the Board of Education. The purpose of Chapter 636 Section 8 (magnet schools) is to provide funds to school systems that establish school facilities which offer unique or innovative full-time programs to attract pupils on a voluntary system-wide basis with the intent of eliminating racial imbalance. All Chapter 636 proposal applications: 1. must address system, district or school-based problems which hinder successful integration; 2. must include evidence of meaningful parent participation; 3. must provide for positive student interaction across racial/ethnic lines; 4. must show evidence of effective planning, management and evaluation of all programs; 5. and must provide for maximum infusion of program benefits into regular school activities.	Statement of Purpose No substantive change. Purpose is explained in two places in the current policy; in the revised policy it is consolidated and the language is refined. The five areas of focus are also the same, with some change in language to be more exact and to be more consistent with general usage.
Purpose of Funds Board of Education Policy for the Implementation of Chapter 636, Acts of 1974 Adopted November 22, 1977. Revised February 26, 1980. "It is the policy of the Board of Education that all funds available under Chapter 636 be used to meet unique educational needs arising in school districts that are desegregating, either volun-	B. Use of Chapter 636 Funds The Board of Education requires that, where areas of non-compliance or potential non-compliance with desegregation plans or orders exists, applicant school systems must provide evidence that such areas of non-comliance or potential non-compliance are being adequately addressed by Chapter 636 funds and/or school department resources.	Statement on Use of Funds Addition of statement to mandate compliance with desegregation orders or plans, which has always been implicit

Former Policy and Program Areas	Formal Policy	Rationale for Change
tarily or under court order. Funds may not be used to supplant educational services normally provided by the applicant school system. Of particular importance are programs which seek to further the goals of integrated education by improving the quality of life in integrated classrooms, and by providing opportunities for a cross-cultural interaction which would not normally take place within regular school programming."	When this requirement is met, the Board requires that remaining Chapter 636 funds be used to meet other educational needs arising in desegregating school systems as defined in the other Board of Education priorities.	
Funds may be used only for programs which are supplementary to services normally provided by public schools. Funds may not be used to supplant educational services provided by the applicant school district.	Chapter 636 funds may not be used to supplant educational services which are normally provided by the applicant school system. Supplanting is defined as follows:	Definition of supplanting is unchanged.
Supplanting, which is prohibited by Board policy, is defined as follows:	A school system supplants when it requests funding which (1) should otherwise be provided by the school system (that is, the proposed activity should take place even if the grant were not awarded, or is otherwise the common practice of school systems; (2) is a categorical reimbursable item mandated under another state or federal law (that is, if the proposed activity should be supported by funds from another state or federal source; or (3) supports an activity or position that was funded by the school system in the previous fiscal year.	
A school system supplants when it requests funding which (1) should otherwise be provided by the school system (that is, the proposed activity should take place even if the grant were not awarded, or is otherwise the common practice of school systems); (2) is a categorical reimburseable item as mandated under another state or federal law (that is, if the proposed activity could be supported by funds from another state or federal source); or (3) supports an activity or position that was funded by the school system in the previous fiscal year.		
	Chapter 636 funds must be used for programs which seek to further the goals of integrated education by improving the quality of life in integrated classrooms, and by providing opportunities for positive interaction among students, school personnel and parents from different racial/ethnic groups, opportunities which are not normally found within regular school programming.	Partially drawn from current priority #10, Exemplary Programs in Cross-Cultural Education"
	In general, the Board of Education requires that Chapter 636 funds be concentrated where the needs are greatest in amounts sufficient to meet those needs, rather than being distributed to all schools in the system regardless of need or degree of integration. Thus, each school system, in developing its Chapter 636 application, will conduct a needs assessment and will establish school system priorities for the utilization of the Chapter 636 funds available, consistent with the Board-approved desegregation plan.	Addition of the statement requiring a concentration of funds on major problem areas, rather than a dispersal of funds throughout the system, and the statement requiring applicant school systems to conduct needs assessments.

Former Policy and Program Areas	Formal Policy	Rationale for Change
B. Board of Education Program Areas One or more of the folowing Board priorities must be addressed in every major objective of the plan. 1. University Pairings Programs that are planned collaboratively by schools or districts with institutions of higher education, primarily though not exclusively in Boston, including twenty-four University Pairing established by the Federal District Court. Programs may involve (1) direct services to students through tutoring, special courses, materials, field trips, guidance services or other direct services not normally provided by the school district; (2) direct services to teachers and administrators through staff training, curriculum development, planning assistance or other direct services not normally provided by the school system; or (3) direct and indirect services to parents, through paid support systems, community outreach and parent liaison activities. 2. Integration of Bilingual Students Programs that bring together students from transitional bilingual education programs and students not enrolled in such programs for activities which promote interaction and intercultural understanding, improve language skills and increase participation of bilingual students in regular school programming. This may include activities within regularly scheduled integrated classes or special activities	C. Board of Education Priorities Each major objective of Chapter 636 plans must address one or more of the Board of Education priorities listed below. As noted above, plans must adequately address the Desegregation Compliance and Support area (priority #1) before funding for programming under the remaining priority areas will be approved. All Chapter 636 programs must include specific integration and cognitive (learning) objectives with clearly defined activities designed to meet each objective as well as a reasonable evaluation strategy. As part of the structure in which Chapter 636 programs are planned, implemented and evaluated, the Board strongly encourages school systems to work collaboratively with institutions of higher learning, cultural organizations and/or businesses. This applies primarily but not exclusively in Boston, including the institutional pairings established by the Federal District Court. Programs supported by institutional pairings may involve (1) direct services to students through tutoring, special courses, materials, out of school experiences related to curriculum, guidance services or other direct services not normally provided by the school systems; (2) educational support services to teachers and administrators through staff training, curriculum development, planning assistance or other educational support services not normally provided by the school system; or (3) direct and indirect services to parents through paid support systems, community outreach and parent liaison activities. Such programs should focus directly or indirectly on academic excellence and on improving the quality of education. The Board of Education priorities for Chapter 636 programming are: (1) Desegregation Compliance and Support Programs that focus on compliance with desegregation orders or plans by remedying problems of non-compliance as well as programs that further voluntary or court-	Priorities Language refined to be more exact. Term "priorities" used consistently as opposed to current usage of "program areas" and "priorities" interchangeably. The college and university pairings have been deleted from the list of specific program priorities since they constitute not an objective but a means of reaching many objectives. A strong policy statement supporting the pairings is included here as a preamble to the five specific priorities. Cultural and business pairings are included. Other Deleted Priorities University pairings (currently #1) See rationale under "C. Board of Education Priorities." (above) 622 Minigrants (currently #8) This category is obsolete because of the change in FY '83 from individual school-based proposals to district-wide plans. Special Desegregation (currently #9) This has been incorporated into Desegregation Compliance and Support (new priority #1).

Former Policy and Program Areas	Formal Policy	Rationale for Change
or workshops designed to promote multicultural awareness. 3. Career Awareness in Elementary and Middle Schools Programs that provide students with information, experience, and guidance about careers which will better enable them to make informed choices about academic and vocational options, not limited by occupational stereotypes based on sex or ethnicity. Such programs should primarily provide direct services to students, and should be infused into the regular curriculum, but should not be offered through courses where enrollment is primarily of one sex. Programs should use the resources of businesses, government and social service agencies whenever possible. 4. Arts in Education Programs that are planned by schools in collaboration with one or more cultural institutions which infuse cultural subject matter into the regular school curriculum to meet educational objectives (such as improved writing skills or learning theatre arts concepts) and interracial learning objectives (such as reduced stereotyping or increased multiracial awareness). Programs should provide direct learning experiences for students beyond what is normally provided. 5. Special Needs - Talented and Gifted Programs that provide supplemental educational services to talented and gifted students on a part-time basis, while helping their homeroom teachers to meet	ordered desegregation. School systems must identify non-compliance issues and target them as areas for Chapter 636 programming insofar as this is consistent with Chapter 636 guidelines and requirements. Programs should be developed to address the areas of pressing need in selected school systems, districts and/or individual schools through student recruitment, parent involvement and/or the strengthening of particular magnet learning or content themes. In addition, part-time pairings of racially identifiable schools with racially isolated schools and other special measures designed to further desegregation may be devaloped. Special measures may include magnet schools and magnet programs. See page For FY '86 desegregation compliance target areas. (2) Special Integration Programs Programs of high quality which foster positive interaction among students, school personnel and parents of different racial and ethnic groups as well as enhance multicultural understanding and appreciation. This includes direct learning experiences for students beyond those normally provided by the school system and which elevate desegregation to integration. These may take the form of, but are not limited to the following: *arts in education programs in collaboration with cultural institutions, to infuse multicultural subject matter into the regular school curriculum to support educational objectives (such as the development of writing skills or theatre arts concepts) and integration objectives (such as reduced stereotyping and increased racial and ethnic understanding).	Exemplary Programs in Cross-Cultural Education (currently #10). This definition applies to all 636-funded programs, and has been incorporated into th explanation under "Use of 636 Funds" (above) as well as the overall guidelines and instructions. New Priority #1 Intended to make explicit what has always been implicit - that the first priority is compliance. Partially drawn from current priority #9, Special Desegregation. Terminology is consistent with Boston monitoring reports and is applicable statewide also. Guidelines will include specific non-compliance areas for each school district. New Priority #2 Currently three categories: arts in education, talented and gifted, and student leadership. (#4, 5, 7 of current priorities.) Focus on moving from desegregation (priority #1 of revised priorities) toward integration. "Not limited" to these areas to encourage creativity.

Former Policy and Program Areas	Formal Policy	Rationale for Change
their special needs through activities which can be integrated into the regular curricoulum. Programs must have a thoughtful and sensitive approach to identification of talented and gifted students. Program enrollment must be racially and sexually representative of the school or schools which are served, and include handicapped students as appropriate.	*supplemental educational services to talented and gifted students and educational support services to their teachers. Programs must be part-time; must meet the special needs of the talented and gifted students through activities which will be infused into the regular curriculum; must utilize multiple culture-fair criteria for identifying talented and gifted students from all racial/ethnic backgrounds; and must be racially and sexually representative of the school/s served, including handicapped students as appropriate.	Changed from "thoughtful and sensitive approach to indentification of talented and gifted students" because specific criteria are now in place.
6. Reducing Disparity in Academic Achievement Among Students Subject to Desegregation Programs that are designed to further the goal of integration by reducing the disparity in academic achievement levels among students subject to desegregation. Programs should include assessing the specific needs arising out of desegregation; development and implementation of written education plans to address disparities in academic achievement; provision of instructional counseling and follow-up support as appropriate to assure that achievement gains will continue; and provision of additional resources and specific skills development for teachers, administrators, counselors and others, especially in relation to the learning styles and needs of minority students.	*programs that promote positive racial/ethnic relations and improve school climate through integrated student leadership activities which focus on providing students with skills necessary to deal effectively with racial tension and conflict in schools. Programs should identify and develop school leadership potential in both formal and informal student groups at all grade levels within a school. Programs should promote student collaboration and participation with teachers, counselors, administrators, parents and community in addressing integration issues and making meaningful decisions. Students should be encouraged to initiate and actively participate in the Chapter 636 proposal development process.	Added -- "and improve school climate" Emphasis added to (1) stress innovative programming beyond supporting student council activities and (2) to extend programming which is currently limited to high school level.
7. Integrated Student Leadership Programs that promote integration through student leadership activities which focus on providing students with the skills necessary to deal constructively with racial tension and conflict in schools. Programs should identify and develop school leadership potential in both formal and informal student groups at all grade levels within a school district. Programs should promote teacher, counselor, administration and community group collabora-	(3) Integration of Limited English Proficient Students Programs that extend integration by bringing together limited English proficient students with English proficient students for activities which promote positive interaction and intercultural understanding, improve language skills and increase participation of limited English proficient students in regular school programming. This may include activities within regularly scheduled integrated classes or special activities or workshops designed to support skills development and to promote multicultural awareness.	Priority #3 Changed from #2 of current priorities "Integration of Bilingual Students". Changed from "bilingual" for consistency with current terminology and with monitoring reports. Broadens program area to include LEPS not in bilingual programs and those who have been mainstreamed. "Skills development" has been added.

2/26/85

Former Policy and Program Areas	Formal Policy	Rationale for Change
tion/participation with students in addressing school integration issues. Students should be encouraged to initiate and actively participate in the proposal development.		
8. 622 Minigrants Programs initiated by local school staff, parents or cooperating agencies designed to implement one or more aspects of Chapter 622 in an innovative way. Grant amount will not exceed $1,000. Eligible activities are those which address one or more of the provisions of the Chapter 622 Regulations, in the area of guidance, curricula, extra-curricular activities, and active efforts. Interested applicants should review these regulations (available from Title IX/622 Coordinator in each school system) prior to preparing a proposal.	4. Career Education Programs which support integration by providing equal access for students in all grade levels to experiences and information which will better enable them to make informed choices about academic and vocational options, not limited by occupational stereotypes based on sex or race. Such programs should primarily provide direct services to students, and should be infused into regular curriculum, but should not be offered through courses where enrollment is primarily of one sex. Programs should use the resources of businesses, government and social agencies whenever possible.	New Priority #4 Changed from #3 of current priorities, "Career Awareness in Elementary and Middle Schools". Changed from "career awareness in elementary and Middle schools" for consistency with target areas which speak to middle and high schools. Emphasis added.
9. Special Desegregation Programs that further voluntary or court-ordered desegregation in areas of pressing need in individual schools or districts through program development, student recruitment, parent involvement, strengthening a learning/content theme, part-time pairing of racially isolated schools with racially imbalanced schools, and other special measures designed to further desegregation. Special measures may include magnet schools, magnet programs, or other innovative measures to support desegregation.	5. Increasing Equal Educational Opportunity Among Students Subject to Desegregation Programs that are designed to further equal educational opportunity by working toward parity in academic achievement levels among students subject to desegregation. Programs are not limited to, but must include, at least one of the following: -educational support services for teachers to develop skills for working with racially/ethnically mixed groups of students, for working more effectively with minority students, and for developing activities for teaching from a non-biased perspective; -peer counseling and tutoring; -direct parent involvement; -workshops for school personnel to raise their expectations for student achievement and awareness of cultural differences; -direct instruction to targeted students from	New Priority #5 Changed from #6 of current priorities, "Reducing Disparity in Academic Achievement" Changed to take a more positive approach and as suggested by the Commissioner, to focus on parity. The current priority is consistently misused to provide programs of general education, especially basic skills, to all students. Has been redefined to focus on related staff training (consistently overlooked in this category) and to narrow student services to targeted groups to avoid supplanting.

Former Policy and Program Areas

10. Exemplary Programs in Cross-Cultural Education

Programs that are clearly designed to improve the quality of relationships among students of different racial groups, and that are of an exemplary quality in their activities and evaluation strategy. Programs should include specific interracial and cognitive learning objectives and clearly defined activities to meet each objective.

Formal Policy - -

particular racial/ethnic groups. However, the need must be documented, and program activities may take place only for limited periods and within temporary groupings.

DISTRIBUTION OF 1985 METCO GRADUATES

IN INSTITUTIONS OF HIGHER LEARNING

Placement			Four Year Private		Two Year Private		Black Institutions		Four year Public		Two year Public and Community College		Tech Schools		Military		Work	
Total Grads	Placed	Per.%	no.	%	no.	%	no.	%	no.	%	no.	%	no	%	no.	%	no	%
235	※ 167	71.1	※ 69	29.4	※ 32	13.6	17	7	※ 44	18.7	※ 11	4.7	※ 3	1.2	※ 8	3.4	68	28.9

※ PLACEMENT FIGURES includes Military Academies.

Four Year Private ⇨ Berklee, Boston University, Bradford College, Emerson, Holy Cross, Howard University, Morehouse, Northeastern, Rollins College (Florida), Simmons, Stanford, Suffolk, Syracuse, Un. of New Haven and Wentworth Institute University.

Pine Manor

Two Year Private ⇨ Bay State Jr. College, Burdett, Endicott, Fisher, Johnson and Wales, Lebaure, Mt. Ida Jr. College,

Newbury and Taft Jr. College.

Four year Public ⇨ Fitchburg State, Keene State, Mass. College of Art, Morgan State, Norfolk State, North Adams, North Carolina A & T. Worcester State , Plymouth State

Salem State, and Universities of Mass.(Amherst and Boston), Connecticut, Oklahoma, South Carolina, Vermont and Virginia.

Two year Public and Community College ⇨ Bunker Hill Community College

Mass. Bay Community College

Roxbury Community College

Tech Schools ⇨ Blue Hills Technical,

Rots Electronic School and Wilfred Academy.

Total number of graduates to date - 2,487 (1968-1985).

J.Marcus Mitchell, Administrative Assistant for Public Relations (617) 427-1545

Information received to date- November 1,1985

Appendix C

TERMINATION PROCEDURES FOR METCO STUDENTS

No student should be dropped until after a case conference, including the Superintendent and other LEA staff, the coordinator and representatives from METCO, Inc. is conducted, and after all available options for the child have been exhausted. Documentation of steps taken by the LEA to retain the child in the school system should be presented at the conference. Such case conference should take place as soon as possible after termination is contemplated by the LEA. The conference should result in a written agreement on further steps or on dropping the student from the program in the particular LEA or a written statement that the parties could not agree and why, and indicating the action which the Superintendent intends to take. Students may be dropped from the program only by the Superintendent. Such reports should be filed immediately with the Bureau of School Programs. In cases of termination, the report should also indicate whether the LEA intends to fill the place and METCO, Inc. to make a placement. In every case, student rights must be respected.